

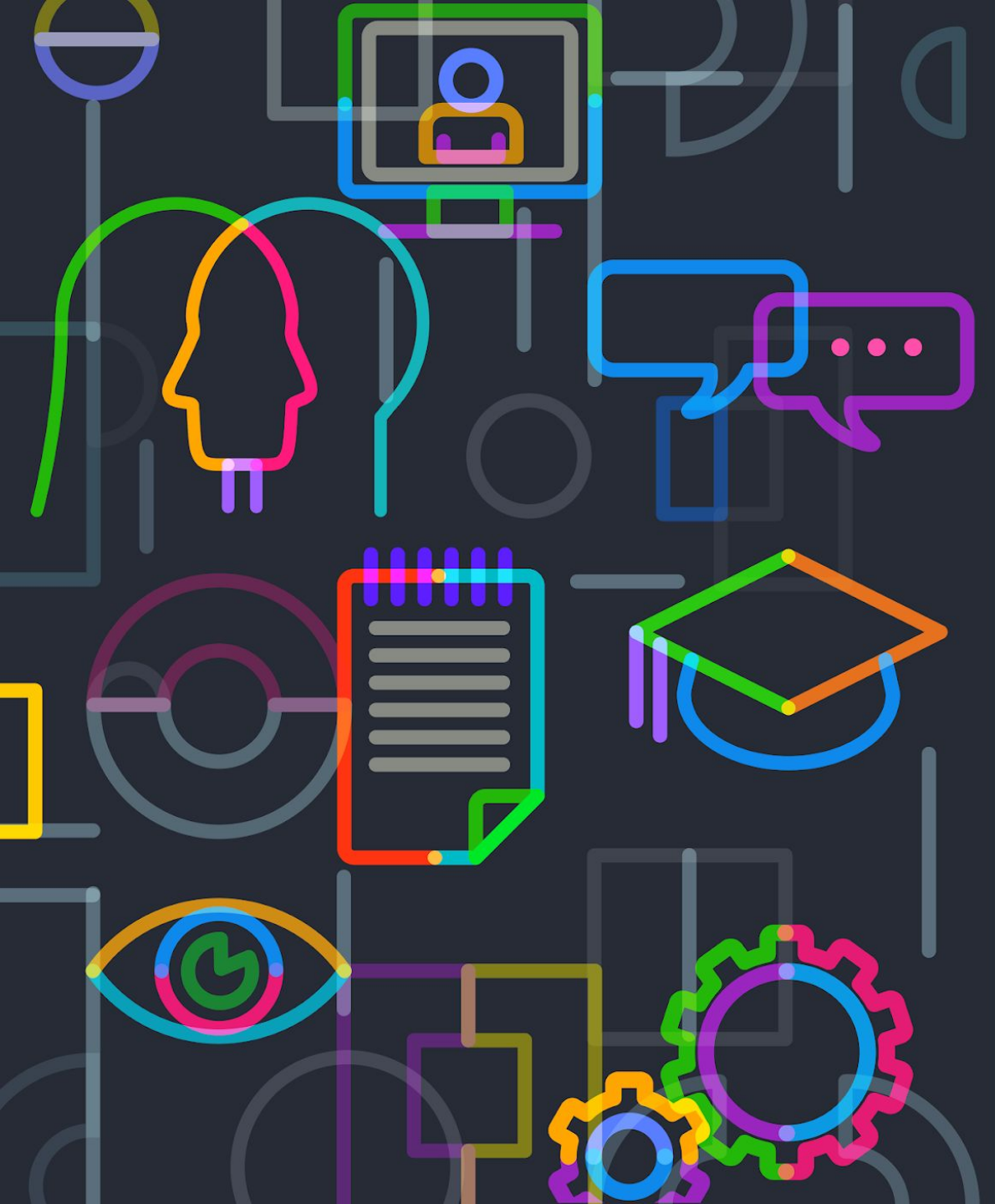


AQuESTT at 5 Years

Lane Carr

Objectives

- Seek feedback on AQuESTT board position statement
- Highlight early thinking on AQuESTT enhancements
- Answer any questions

**Mission:**

To lead and support the preparation of all Nebraskans for learning, earning, and living.

Goal:

Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

Goal:

Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Goal:

Ensure the education system, including the Nebraska Department of Education, are taking charge of their roles and responsibilities to provide leadership and enhance school support systems in the state.

Educational Equity

Educational equity means all students have meaningful access to the educational resources they need at the right moment, at the right level, and with the right intensity to not only reach high expectations for learning, but also to discover and explore their passions and make meaningful connections within the context of their postsecondary interests, careers, and civic lives.





School Improvement Core Beliefs

We believe:

- ...in the value of work already taking place in schools.
- ...all schools can improve.
- ...it's not our students' fault.
- ...school improvement is fundamentally about equity.



What comes to mind when you hear “school accountability”?

Type answers into chat box.

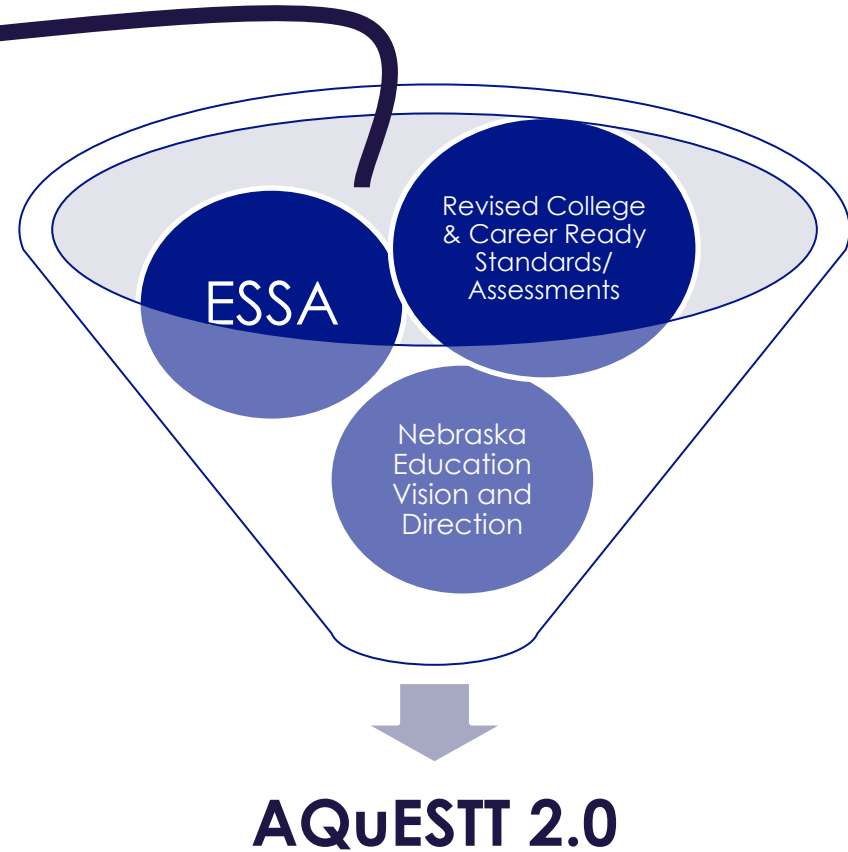
Why do we even need an accountability system?



- State and federal mandates
- Set standards for all schools
- Ensure responsible use of taxpayer investment & focus funds for improvement
- Expose and close achievement gaps among student groups
- Create a framework for school improvement

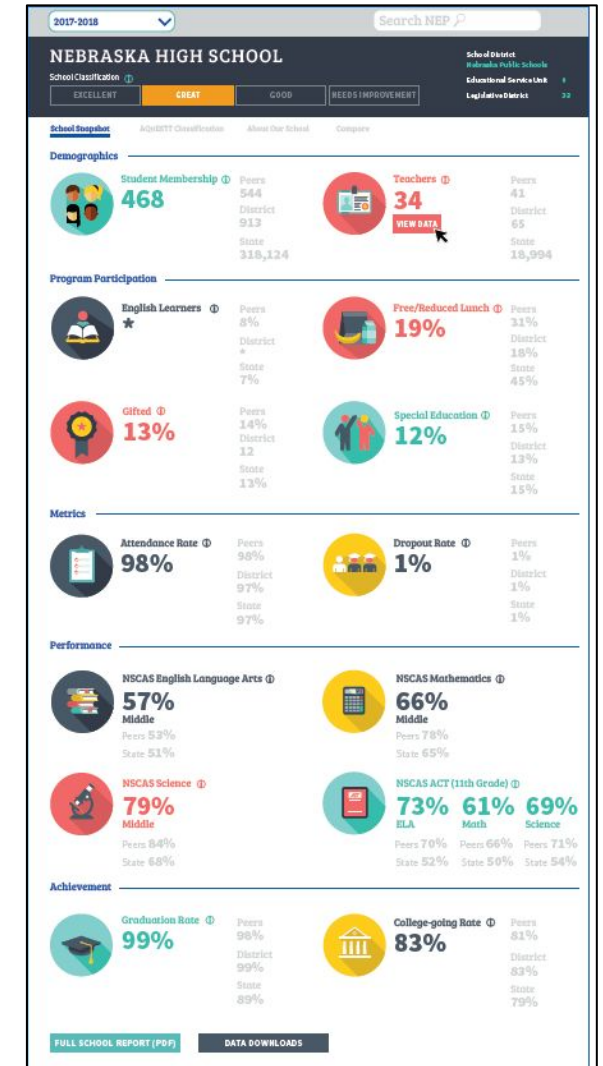
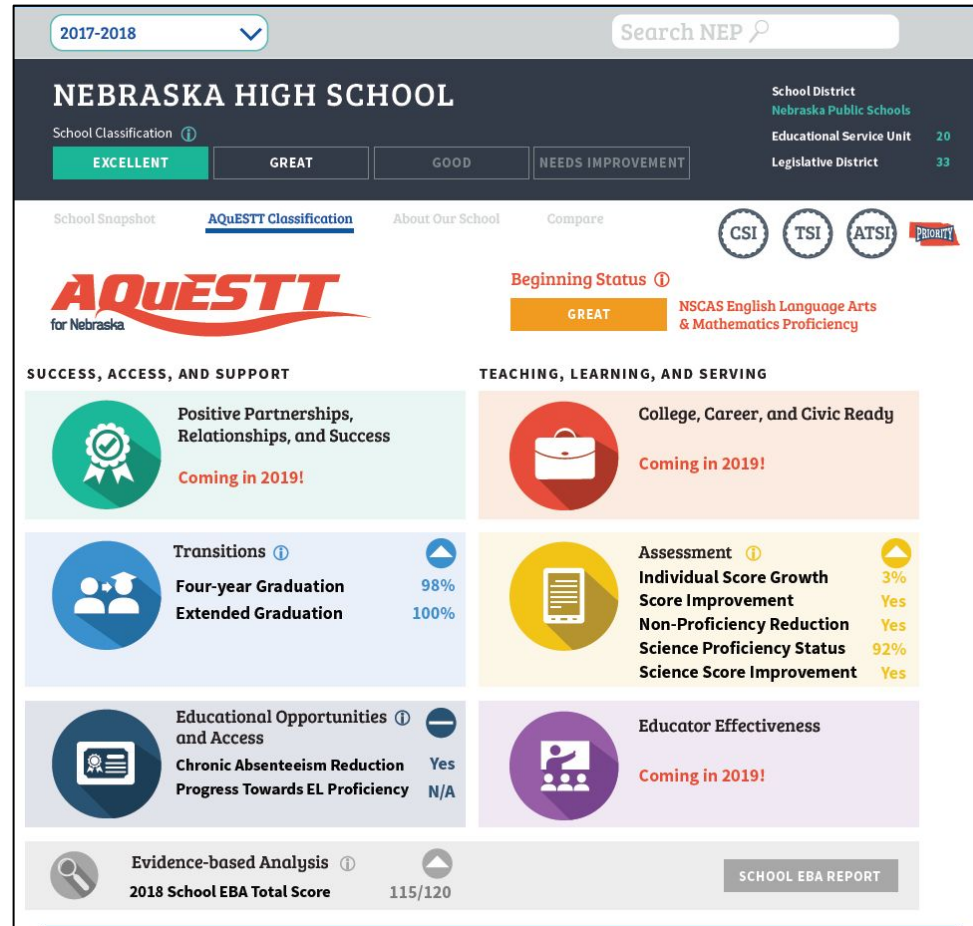
Opportune Time to Change

Mission: To lead and support the preparation of all Nebraskans for learning, earning, and living.



Nebraska Education Profile

- nep.education.ne.gov
- One-stop shop for education data
- Compare Feature
- Data Downloads





AQuESTT Position Statement

<https://www.education.ne.gov/policyreference/s2/>

Context

- State Board Position Statement S2 guides tenets and focus areas of AQuESTT
 - Indicators
 - EBA items
 - Supports from NDE and others
- Position statement “expires” October 2019

- *November 2018* - Convening of stakeholders
- *January & February* - NDE internal discussions
- *April* - Accountability and Assessment Advisory Committee
- *May & June* - Initial review by State Board
- *July* - Review by administrators at Admin Days

From Theory to Action

- Position Statement Adoption - *September 2019*
- Indicator and EBA changes to follow
 - Significant stakeholder feedback
 - Alignment to current initiatives (ex. Perkins, ESSA)
- Development of “glidepath” into new indicators
 - When should new indicators take effect?
 - What indicators need continued discussion/development?



As we walk through each tenet and proposed changes to the position statement, provide initial feedback in the chat box!

College, Career, and Civic Readiness

2015 Version:

Every student upon completion of the secondary education shall be prepared for post-secondary education opportunities and to pursue their career goals

2019 Proposed:

Each student, upon completion of the secondary education high school graduation, is prepared for success in postsecondary education opportunities, and to pursue their career goals, and life pursuits.

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Assessment

2015 Version:

Results of multiple assessment sources (national, state, and classroom-based) should be used to measure student achievement of college and career ready standards and be used as an integral part of the instructional process

2019 Proposed:

A balanced assessment system that includes results from multiple sources is used to measure student growth and achievement of Nebraska's college and career ready standards and be used as an integral part of the instructional process; A balanced assessment system is a necessary part of the instructional process to improve achievement and growth for each student.

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Positive Partnerships, Relationships, and Student Success

2015 Version:

Student engagement through positive partnerships and relationships are fundamental to successful school and districts, and the State Board seeks to support schools and districts to implement best practices in student, parent/guardian and community engagement to enhance educational experiences and opportunities

2019 Proposed:

Schools and districts to implement best practices in student, parent/guardian family, and community engagement to enhance experiences and opportunities that are culturally inclusive for each student. Student success and engagement through relies on positive partnerships and relationships are to fundamentally improve the outcomes for each student, school, district, and community.

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Educator Effectiveness

2015 Version:

Students be surrounded by effective educators throughout their learning experiences such that school and districts develop effective teachers and leaders that establish a culture of success;

2019 Proposed:

Each student is surrounded engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success.

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Transitions

2015 Version:

Quality educational opportunities focus on supports for students transitioning between grade levels, programs, schools, districts, and ultimately college and careers

2019 Proposed:

Quality educational opportunities focus on effective supports and quality collaborations for each student transitioning within, into, and between grade levels, programs, schools, districts, college, postsecondary, and careers.

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Educational Opportunities & Access

2015 Version:

All students should have access to comprehensive instructional opportunities to be prepared for postsecondary education and career goals.

2019 Proposed:

Each student has access to effective, comprehensive, and continuous learning opportunities to be prepared for that prepare for ongoing school success, postsecondary education, and career goals.

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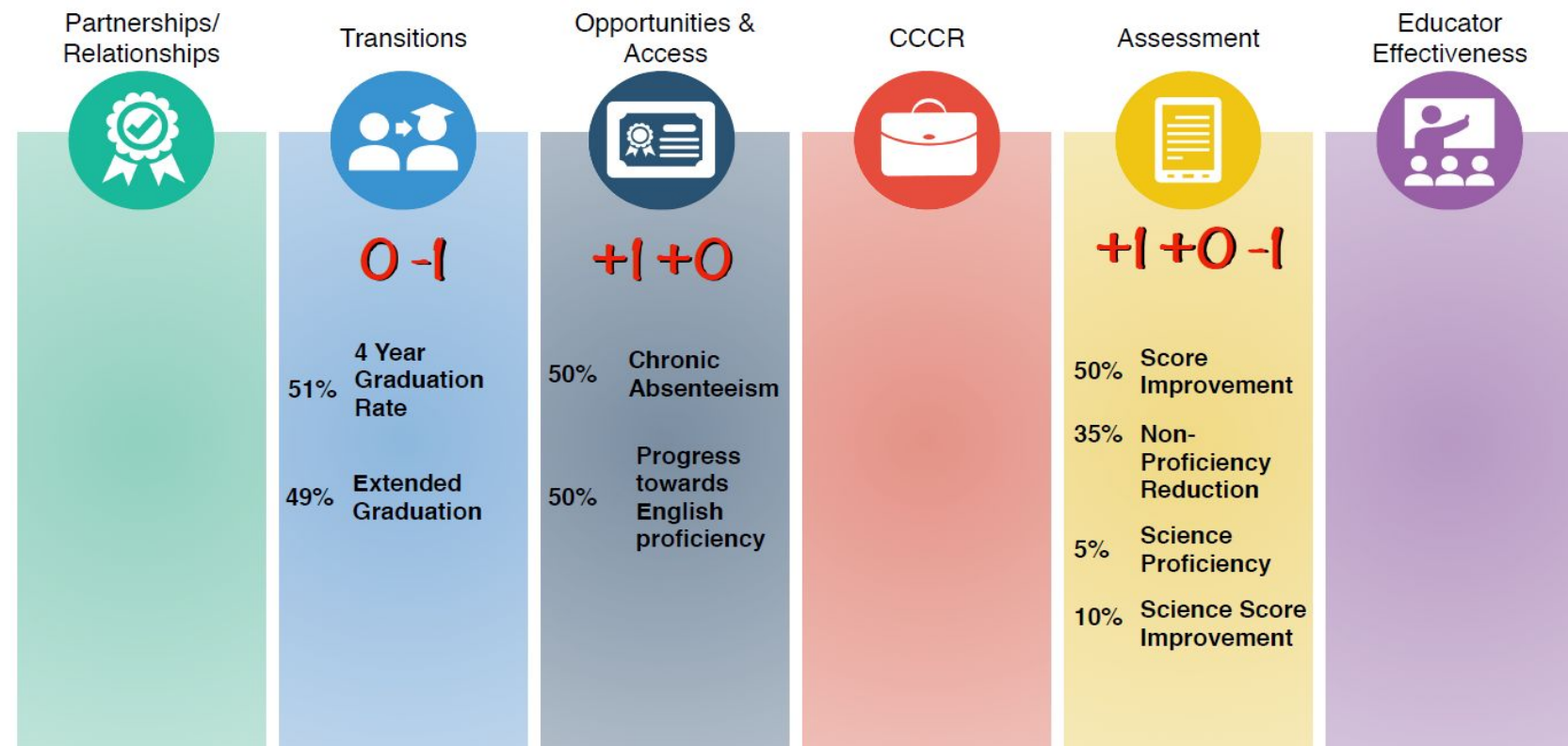
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Towards Broader. Bolder. Better.

Status (Percent Proficient) - 4, 3, 2, 1



Evidence-Based Analysis +1 +0

New system enables additional indicators to be added

Aligns to State Board vision for accountability system

Creates parity between six tenets and accountability indicators

Paints a broader picture of the work occurring within a school's walls

Indicators Under Consideration (DRAFT)



Assessment	Educational Opportunities and Access	Educator Effectiveness	Transitions	College, Career, and Civic Readiness	Positive Partnerships, Relationships, and Student Success
Status	Chronic Absenteeism	<i>Under development</i>	Graduation Rate	Ready Student Indicator: <ul style="list-style-type: none"> • Progress toward post-high school credential • Co-curricular learning • Assessment of readiness • Transition beyond high school • Gap Closure 	School Climate Survey
Improvement	Progress Toward English Language Proficiency		Student Discipline		
Catch Up, Keep Up, Move Up	Gap Closure				
Science	Beyond the Core				

Questions

1. What are your biggest concerns with our **current** system?
2. How can our accountability system better serve schools/ students?
3. What are your first impressions of the draft indicators?

